

## From the Editors

This issue of *RFL* marks the end of our twelfth year as a free scholarly online journal at the University of Hawaii. In that period of time, its status as a one of the leading journals on second language reading has become widely recognized. This would not have been possible without the support of the [National Foreign Language Resource Center](#) (NFLRC), the [University of Hawai‘i College of Languages, Linguistics and Literature](#), and the [University of Hawai‘i Department of Second Language Studies](#). Their continued funding allows us to offer *RFL* without charge.

We would like to call attention to *RFL*’s next issue, April 2013, which is a special issue focusing on “Reading in Less Commonly Taught Languages.” It is edited by Neil J Anderson of Brigham Young University.

While many of our readers are subscribers to *RFL*, not all readers are. Therefore, we make our semi-annual request to those readers who have not yet subscribed to become subscribers. We seek subscribers because it helps us in continuing to obtain institutional support for the journal, keeping it free of charge. We keep all subscriber information confidential. Subscribers have the option of being notified through e-mail as soon as each new issue is released, but can opt not to receive this information if they wish. So, please take a few moments to fill out the brief [subscription form](#) for *Reading in a Foreign Language*. There is no charge for subscribing.

We would like to acknowledge and thank the external reviewers who have provided valuable comments on manuscripts. Without their insightful observations and suggestions, we would not be able to continue the high quality of the articles. The following external reviewers took time to do critical evaluations through mid-September 2012:

David Beglar, Joyce Bell, Yves Bestgen, Aimee Callender, Scott Crossley, Joy Egbert, Andy Gao, William Grabe, Suzanne Graham, Daphne Greenberg, Henrik Gyllstad, Megumi Hamada, John Hedgcock, Patrick Judge, Lia Kamhi-Stein, Muge Karakas, Shigeo Kato, Kristin Lems, Ronald Leow, Chris Lima, Heather McDowell, Paul Nation, Elizabeth Pretorius, Rebecca Sachs, Richard Schmidt, Tom Robb, Fredricka Stoller, Tetayana Sydorenko, Atsuko Takase, Yea-Ru Tsai, Thomas Upton, Ema Ushioda, Stuart Webb, and Robert Woore.

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We would like to have your feedback to the articles; please feel free to contact us with your reactions, comments, and suggestions.

### **In this issue**

#### *Articles*

Osama Takeuchi, Maiko Ikeda, & Atsushi Mizumoto present the results of a near-infrared spectroscopy study that examined the cerebral basis for language learner strategies.

Cindy Brantmeier, Aimee Callender, Xiucheng Yu, & Mark McDaniel report on their investigation of textual enhancements and comprehension with adult EFL readers in China.

Eun Hee Jeon discusses the role of oral reading fluency in second language reading.

William J. Comer describes how intermediate-level English L1 readers of L2 Russian deploy lexical inferencing and other strategies when reading informational texts.

Metacognitive awareness of reading strategy use in Arabic as a second language

Ahmad Alhaqbani & Mehdi Riazi present their study of EFL university students' awareness of their strategy use in reading Arabic academic texts.

#### *Feature*

The feature, "Readings on L2 Reading: Publications in Other Venues," presents references through 2011–2012, by Cindy Brantmeier, Tracy Van Bishop, Xiucheng Yu, and Britta Anderson.